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ABSTRACT

During the 1985-86 school year the Johnson O'Malley (JOM) program of the Albuquerque (New Mexico) Public Schools provided supplemental counseling to 349 eligible American Indian students by 5 counselors in 5 target schools and a sixth counselor who, along with the head counselor, served students in grades 6-12 referred from nontarget schools. Objectives included student attainment of competencies listed in the counseling curriculum, staff development, training for the advisory committee, dissemination of information and development of materials. More than half of students served, from both target and nontarget schools, mastered at least five competencies. Counseling staff attended workshops and conferences. Counselors developed 100 activities designed to help implement the JOM counseling curriculum and further revised an existing 100 activities. Six newsletters informed parents of student performance and provided information about policy affecting Indian Education. Four of the five members of the Advisory Committee attended training sessions. Evaluation data including six tables and an appendix support the conclusion that the JOM program met or partially met all objectives. (SKW)

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Johnson O'Malley Program Evaluation

1985-86

RC 016664

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Administrative Summary

The 1985-86 Johnson O'Malley (JOM) Program provided supplementary counseling services to eligible Indian students attending Albuquerque Public Schools. JOM funding was available to APS from the Bureau of Indian Affairs (BIA) through two funding sources: direct contracts with the BIA and subcontracts with the All Indian Pueblo Council (AIPC). The APS-BIA funded contract provided assistance to students from non-pueblo tribes and from the pueblos of Acoma, Laguna, Jemez, and Santo Domingo. The APS-AIPC subcontract provided funding for students from all other pueblo tribes not previously listed. For clarity, students served by direct contract funding are referred to as APS students, and students served by subcontract funding are referred to as AIPC students. It should be noted, however, that both groups of students attended APS schools.

Although referrals were accepted from all APS schools, the number of eligible JOM students attending Albuquerque, Del Norte, Highland, Manzano, and Valley High Schools, resulted in their being selected as target schools. Of the 1,622 eligible students, a total of 349 were served by the JOM counselors. Of those served, 202 were APS students served in the five target schools, 74 were AIPC students, and 73 were APS students referred from non-target schools.

The primary goal of the Johnson O'Malley program was to supplement the district counseling program with certified counselors and curriculum programs designed to meet the specialized counseling needs of Indian students. The project included a community involvement component which had as its focus dissemination to parents of Indian students information pertinent to the students' education. Six newsletters were distributed to parents that provided information about Indian students' school performance, and district and federal policies pertinent to Indian Education. The proposal identified six objectives addressing student mastery of competencies, materials development, and staff and parent training. These are summarized as follows: (a) 50% of the students will master five or more competencies (b) 75% of the counselors will develop teaching activities (c) six newsletters will be written and disseminated to parents and (d) 75% of the staff and JOM parent committee will attend two training sessions.

A Counseling Curriculum for Indian Students was developed under 1983-84 JOM funding and accompanies this report as a companion document. This counseling curriculum addresses interpersonal skill development, career awareness, and employment skill development for Indian students. The curriculum consists of five areas of counseling: personal, social, academic related, career, and student employment. Competencies describing goals for students' development in each area of counseling are provided in the counseling curriculum. During the 1985-86 project year JOM counselors revised this curriculum and developed 100 suggested activities for use in working with students towards mastery of the competencies.

In the target schools, 55% of the students served mastered a minimum of five competencies, as did 75% of the AIPC students, and 66% of the students referred from non-target schools. Counseling staff attended workshops and conferences, which by their reports were helpful in improving counseling

skills. Counselors developed an additional 100 activities designed to help implement the JOM counseling plan and further revised the existing 100 counseling activities. The objective addressing training for JOM Parent Committee members was not met since only four members attended training sessions instead of the five required to meet the objective.

Although this final objective was not met, it should be noted that all objectives pertaining to student performance were achieved. The evaluation data support that the JOM program met or partially met all objectives, reflecting a successful program year.

Johnson-O'Malley Program
Program Description

The 1985-86 Johnson O'Malley Program provided supplementary counseling services to eligible Indian students attending Albuquerque Public Schools. Johnson-O'Malley (JOM) funding was available from the Federal Bureau of Indian Affairs to Local Education Agencies and to tribal councils. Albuquerque Public Schools (APS) received funds both directly, to serve students from non-pueblo tribes and from Acoma, Laguna, Jemez, and Santo Domingo Pueblos; and indirectly, through subcontracts with the All Indian Pueblo Council (AIPC) to serve students from all other pueblo tribes not previously listed. For clarity, throughout this report, students served by direct contract funding are referred to as APS students, and students served by subcontract funding are referred to as AIPC students. It should be noted that both groups of students attended APS schools.

Although referrals were taken from elementary and middle schools, high schools were selected as the target level. Because of the number of eligible JOM students attending Albuquerque, Del Norte, Highland, Manzano, and Valley High Schools, they were selected as target high schools. Of the 1,622 eligible students, a total of 349 were served by the JOM counselors. Of those served, 202 were APS students served in the five target schools, 73 were APS students referred from non-target schools, and 74 were AIPC students referred from all district schools.

The primary goal of the Johnson O'Malley program was to supplement the district counseling program with certified counselors and curriculum programs designed to meet the specialized counseling needs of Indian students. The project included a community involvement component which had as its focus dissemination to parents of Indian students information pertinent to the students' education. Six newsletters were distributed to parents that provided information about Indian students school performance, and district and federal policies pertinent to Indian Education. In past projects, funding was available to support extra curricular activities, summer school activities, and provide school supplies to students. Federal budget cuts made the continuation of this impossible for the 1985-86 project year, therefore parents assumed responsibility for these activities.

JOM staff and members of the parent committee attended workshops on general education topics and other programs that were specific to Indian education. Staff and parents were expected to share this information through presentations at monthly parent meetings. These activities were designed to enhance staff development and provide information for parents.

A Counseling Curriculum for Indian Students was developed by JOM staff during the 1983-84 project. This counseling curriculum addressed interpersonal skills development, career awareness, and employment skills development for Indian students. The curriculum consisted of five areas of counseling: personal, social, academic related, career, and student employment. Competencies describing goals for student development in each area of counseling are provided in the counseling curriculum. Competencies are provided for each counseling area at each grade level and are presented in behavioral terms. Examples of these competencies are provided below (a

complete listing of student competencies is found in the companion document to this report, Counseling Curriculum for Indian Students):

- Describe their tribe and the role(s) their parents play within that tribe (personal, K-3)
- Identify their academic skills and abilities (academic, 4-5)
- State 3 ways to deal with alcohol and drug problems (social, 6-7)
- List academic courses necessary for three career choices (career, 9)
- Locate at least three jobs for which they qualify (student employment, 11)

Counselors revised the existing curriculum and completed additional teaching activities for grade level competencies. They also worked in target schools with individual students to enable them to master a minimum of five competencies during the school year. They also made presentations of program progress at JOM parent committee meetings and provided parents with written progress reports. A more detailed presentation of counselor activities is found in Table 1.

Five counselors were employed through JOM to provide services. Highland High School was assigned one full time counselor, while Albuquerque and Valley High Schools shared a counselor, as did Manzano and Del Norte High Schools. The availability of AIPC funds in March, 1986 permitted employment of a sixth counselor, who along with the head counselor served students in grades 6-12 referred from non-target schools. Organization and administration responsibilities, assumed by the head counselor, included overall program direction and counselor supervision.

Evaluation Design

Counseling plans were developed for each student who received JOM services. Plans included an individual student profile and data pertaining to services provided each student. Profiles contained a record of the student competencies that have been mastered in each of the counseling areas. Evaluation data for student progress was obtained through analyses of the individual profiles.

Activities developed for each student competency in the JOM Counseling Curriculum were submitted by the four JOM counselors to the head counselor. For evaluation purposes, these activities were collated by grade and counseling area and then reviewed by the evaluator.

Documentation of parent training, JOM staff development, and newsletter dissemination was maintained in the office of the Coordinator of Indian Education and was available for review by the evaluator.

Table 1
Average Percent (%) by Category of JOM Counselors Monthly Contacts

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Personal Counseling	8.5	8.8	8.0	6.2	13.5	11.2	15.8	14.5	13.3
Academic Counseling	11.9	8.6	8.1	14.8	27.3	16.9	16.7	10.7	6.3
Social Counseling	3.5	5.6	3.8	-	4.3	4.6	2.3	2.1	5.7
Career Related	9.0	13.4	5.7	1.2	4.8	5.2	10.7	6.7	7.9
Tutoring Referral	8.3	2.8	1.8	-	1.8	1.2	0.9	1.2	0.3
Teacher/Other APS Administrator	18.1	10.5	8.9	19.8	13.3	12.2	13.4	12.2	15.1
Outside Agency or Other Indian Ed.	4.4	4.9	9.4	17.3	7.3	8.8	10.7	8.2	14.7
Attendance	0.6	3.8	3.7	19.8	1.4	2.6	3.3	3.6	3.5
Extra Curricular, Field Trip, Etc.	2.7	5.3	13.2	-	6.2	12.3	13.7	15.1	18.0
Initial Program Introduction	13.5	12.5	1.9	-	3.5	1.6	0.2	0.2	-
Misc.	4.4	2.6	14.2	11.1	7.4	3.1	4.6	9.4	3.4
Parent Phone Letter	6.0	15.6	17.6	1.2	4.9	15.3	2.4	12.6	5.0
Home - School Conference	-	2.0	1.3	1.2	1.9	3.0	2.9	2.4	5.3
No Code	4.0	3.6	2.2	7.4	2.6	2.1	2.2	1.1	1.5
Total Student Contacts Per Month	93.4	81.8	80.7	97.3	93.0	81.4	94.5	84.9	89.5
Total Parent Contacts Per Month	6.6	18.2	19.3	2.7	7.0	18.6	5.5	15.1	10.5

Evaluation Results

Objective 1.0:	By the end of the academic year 1985-86, 50% of the JOM students at the target schools will have successfully mastered at least five of the student competencies from any of the five content areas in the counseling plan.

Measurement

Student profiles maintained by counselors were analyzed to determine how this objective was met. These data are maintained in the JOM Head Counselor office in the Lew Wallace Complex.

Results

Three-hundred forty-three students, in five target high schools, received counseling services through the JOM program. Objective 1.0 stated that 50% (172) of the students served would master a minimum of five competencies. The data show that 63% (216) of the students mastered five or more competencies during the project year, thus surpassing the objective criterion. Fifty-two of the 74 students receiving services through the AIPC contract mastered five or more competencies, also exceeding the objective of 50%.

Discussion

A summary of results for each school can be found in the Appendix. A review of these tables shows that each school individually exceeded the criteria set in the objective. The percent of students mastering a minimum of five competencies ranged from 55% to 100% of the students at the individual schools.

Table 2
Mastery of Student Competencies by All APS JOM Students

Target School	Total Students Served	Students Mastering 5 or More Competencies	% of Students Exceeding Objective
Highland	115	64 (56%)	6%
Albuquerque	48	28 (58%)	8%
Manzano	39	24 (62%)	12%
Del Norte	33	26 (79%)	29%
Valley	33	22 (66%)	16%
Total	268	164 (61%)	11%

Table 3
Mastery of Student Competencies by All AIPC Students

Target School	Total Students Served	Students Mastering 5 or More Competencies	% of Students Exceeding Objective
Highland	22	17 (77%)	22%
Albuquerque	17	11 (64%)	14%
Manzano	13	9 (69%)	19%
Del Norte	11	9 (82%)	32%
Valley	11	6 (54%)	4%
Total	74	52 (70%)	20%

Objective 2.0:	By the end of the academic year 1985-86, 75% of the counselors will have developed one activity per content area of the student competencies for each grade level.

Measurement

Copies of the activities developed by four counselors were collated by content area and grade for review by the evaluator. Copies of all activities developed by the counselors are maintained at the JOM office in the Lew Wallace Complex.

Results

Eighty percent of the counselors developed activities for the JOM Counseling Curriculum. Each of the four counselors developed one or more activities at each grade level for every content area, thereby meeting the objective as it was stated.

Discussion

The previous project year served as the pilot year for implementing the JOM counseling guide. During this time, over 100 activities were developed by counselors. These activities, in areas such as social skills, career awareness, and employment skills development, were designed to assist counselors in implementing the plan. According to counselors' comments, the suggested activities enhanced their abilities to meet the Indian students' counseling needs in the five identified areas; however, a few areas remained to be addressed. Under the direction of the head counselor, the plan was reviewed and modified by the four counselors. An additional 100 activities were developed for grades K-8. At the time of this evaluation, the head counselor was editing and organizing the activities in preparation for printing and dissemination.

Activities developed by the JOM staff this project year are summarized in the following table.

Table 4
Number of Counseling Activities Added To Counseling Curriculum

Content	Grade 9	Grade 10	Grade 11	Grade 12
Personal	7	7	4	6
Academic	5	4	6	4
Career	5	4	4	4
Social	7	6	5	5
Employment	4	4	4	5
Total	28	25	23	24

Objective 3.0: By the end of the academic year, 1985-86, 50% of the JOM students, grades 6-12 serviced by the itinerant counselors will have successfully mastered at least five of the student competencies from any of the five content areas in the counseling curriculum plan.

Measurement

Profiles for each student referred from non-target schools were developed by counselors. The profiles contained a record of the competencies that have been mastered in each of the counseling areas. These profiles were maintained by the counselors and available as the data source for this objective. Review of student profiles provided the evaluator with the number of competencies mastered by each student.

Results

Fifty-seven students were referred from non-target schools. Forty-two (73%) students mastered a minimum of five competencies, meeting the objective. Table 5 summarizes mastery results for the referral student group.

Discussion

The head counselor, serving also as an itinerant counselor, was one of two assigned to work with students referred by teachers, parents, or the students themselves. In March, 1986, the availability of AIPC funds permitted the employment of a second itinerant counselor. The head counselor served 20 high school students, 2 of whom were AIPC students. The second counselor served 37 students in grades one through eight.

Table 5
Mastery of Student Competencies by Referred Students

School	Total Students Served	Students Mastering 5 or More Competencies	% of Students Exceeding Objective
High Schools			
Eldorado	6	6 (100%)	50%
Sandia	4	3 (75%)	25%
Cibola	10	5 (50%)	-
Middle Schools			
McKinley/Polk	6	6 (100%)	50%
Adams	4	4 (100%)	50%
All Other Referrals	27	18 (66%)	16%
Total	57	42 (73%)	23%

Objective 4.0:	By the end of September, 1986, at least six newsletters to inform the Indian Community about Indian Education in APS will have been produced and disseminated.

Measurement

Copies of six newsletters and mailing lists of Indian parents who received the newsletters were the documentation used to substantiate accomplishment of this objective. This documentation is maintained in the JOM office at Lew Wallace Complex.

Results

All six newsletters were produced and disseminated to the JOM parents during project year 1985-86, meeting the objective as stated.

Discussion

Newsletters presented information about activities and services provided by APS Indian Education. Newsletters highlighted JOM student accomplishments, described JOM services, and provided tips for parents on improving students' school performance.

The sixth newsletter, published in August, 1986, was an introduction to the new school year and included descriptions of the 1986-87 program and services to be delivered.

Interviews revealed that the staff was pleased with the planning involved in producing the newsletter, the quality of the contents, and especially with the opportunity to present their own ideas to parents in newsletter articles. The JOM staff felt that the newsletter was one of their best means of communication with parents.

Objective 5.0: By the end of the fiscal year 1986, 75% of the JOM Committee will have attended at least two training sessions of their choice.

Measurement

Evaluations of training sessions, submitted by the JOM committee members, were used to measure this objective.

Results

This objective was partially met. Fifty-seven percent (4) of the JOM committee members, rather than the required 75% (5), attended a minimum of two training sessions.

Discussion

Four of the seven JOM committee members attended the required number of conferences. One member attended the Gifted Conference in October, 1985, the National Indian Education Conference in February, 1986, and a Substance Use and Abuse program in April, 1986. Another member participated in four separate workshops or training sessions while attending the three day National Indian Education Conference in October, 1985. Two members attended the Indian Education Conference for Parents jointly sponsored by the APS Office of Indian Education and the New Mexico State Department of Education, in March, 1986, and participated in at least three workshops. One of these members also attended a workshop on Assertive Discipline in February, 1986. Each JOM committee member evaluated all training sessions he/she attended and submitted written evaluation reports to the District Coordinator of Indian Education.

Table 6
Summary of Training Sessions Attended by JOM Committee Members

TRAINING	DATE	JOM Committee Participants	Evaluation*
Gifted Conference - Albuquerque Academy	10-19-85	1 member	very good
National Indian Education Conference	10-21-85	1 member	average
Indian Education for Parents - Albuquerque Convention Center	3-20-86	2 members	excellent
Current Issues in Indian Education - APS	2-28-86	1 member	excellent
Assertive Discipline	2-5-86	1 member	excellent
Alcohol and Substance Use and Abuse	4-14-86	1 member	excellent

*Evaluation information obtained from written reports by participants.

Objective 6.0:	By the end of fiscal year 1986, 75% of the JOM Program Staff will have attended at least two training sessions of their choice.

Measurement

Program staff completed evaluations of each in-service program attended during the project year. Progress towards objective achievement was measured by review of these evaluations.

Results

Four (80%) staff members attended a minimum of two in-service programs, meeting the objective as it was stated in the proposal.

Discussion

Four staff members attended the National Indian Health Conference in November, 1985. Staff members participated in a variety of in-service programs including such topics as self-image, diabetes, substance use and abuse, alcoholism, coping techniques, uses of humor in counseling, and non-verbal counseling. All counselors reported that they felt training sessions enhanced their counseling skills.

Four counselors attended a Career Track training session on Image and Self Projection. This seminar dealt with professional image, conflict resolution, and developing effective interaction patterns. A program modeled on these communication issues was developed by the counselors for selected high school students.

Summary

The 1985-86 Johnson O'Malley proposal identified six objectives addressing student attainment of competencies listed in the counseling curriculum, staff development, advisory committee training, information dissemination and materials development.

Five certified counselors were employed through JOM to provide services to five target high schools. The availability of AIPC funds in March, 1986 permitted employment of a sixth counselor, who along with the head counselor served students in grades 6 -12 referred from non-target schools. Overall, JOM funds provided supplemental counseling for 349 eligible Indian students.

In target schools, 55% of the students served mastered a minimum of five competencies, as did 75% of the AIPC students and 66% of the students referred from non-target schools. Counseling staff attended workshops and conferences which, by their reports, were helpful in improving counseling skills. Counselors developed an additional 100 activities designed to help implement the JOM counseling curriculum and further revised an existing 100 activities.

Six newsletters were distributed to parents as planned. The newsletters kept parents informed of student performance and provided information about policy affecting Indian Education.

The objective addressing training for JOM Parent Committee members was not met. Four members attended training sessions instead of the five required to meet the objective. Although this final objective was not met, it should be noted that all objectives pertaining to student performance were achieved. Based on these data, the evaluation supports that the JOM program was successful in meeting or partially meeting program objectives.

APS JOM Student Mastery of Competencies - Valley High School

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0	1	1	2	-	4	12%
1-4	1	3	3	-	7	21%
5 or more	3	11	7	1	22	67%*
Total	5	15	12	1	33	

*Target: 50% (16.5) students to master 5 or more competencies.

AIPC JOM Student Mastery of Competencies - Valley High School

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0	2	1	-	-	3	27%
1-4	-	2	-	-	2	18%
5 or more	3	1	2	-	6	55%*
Total	5	4	2	-	11	

*Target: 50% (5.5) students to master 5 or more competencies.

APS JOM Student Mastery of Competencies - Albuquerque High School

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0	4	2	2	2	10	21%
1-4	6	3	1	-	10	21%
5 or more	8	6	13	1	28	58%*
Total	18	11	16	3	48	

*Target: 50% (24) students to master 5 or more competencies.

AIPC JOM Student Mastery of Competencies - Albuquerque High School

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0	1	-	-	1	2	12%
1-4	2	2	-	-	4	23%
5 or more	3	4	4	-	11	65%*
Total	6	6	4	1	17	

*Target: 50% (8.5) students to master 5 or more competencies.

APS JOM Student Mastery of Competencies - Manzano High School

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0	7	3	-	-	10	26%
1-4	3	1	1	-	5	13%
5 or more	10	6	5	3	24	62%*
Total	20	10	6	3	39	

*Target: 50% (19.5) students to master 5 or more competencies.

AIPC JOM Student Mastery of Competencies - Manzano High School

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0	-	1	-	-	1	8%
1-4	2	-	-	1	3	23%
5 or more	2	4	1	2	9	69%*
Total	4	5	1	3	13	

*Target: 50% (6.5) students to master 5 or more competencies.

APS JOM Student Mastery of Competencies - Del Norte High School

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0	3	1	1	1	6	18%
1-4	1	-	-	-	1	3%
5 or more	8	9	7	2	26	79%*
Total	12	10	8	3	33	

*Target: 50% (16.5) students to master 5 or more competencies.

AIPC JOM Student Mastery of Competencies - Del Norte High School

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0	-	1	-	-	1	9%
1-4	-	1	-	-	1	9%
5 or more	1	2	3	3	9	82%*
Total	1	4	3	3	11	

*Target: 50% (5.5) students to master 5 or more competencies.

APS JOM Student Mastery of Competencies - Highland High School

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0	13	14	11	-	38	33%
1-4	4	4	3	2	13	11%
5 or more	21	14	17	12	64	56%*
Total	38	32	31	14	115	

*Target: 50% (57.5) students to master 5 or more competencies.

AIPC JOM Student Mastery of Competencies - Highland High School

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0	1	1	2	1	5	23%
1-4	-	-	-	-	-	-
5 or more	3	6	-	8	17	77%*
Total	4	7	2	9	22	

*Target: 50% (11) students to master 5 or more competencies.

APS/AIPC JOM Student Mastery of Competencies - Eldorado High School

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0	-	-	-	-	-	-
1-4	-	-	-	-	-	-
5 or more	3	1	1	1	6	100%*
Total	3	1	1	1	6	

*Target: 50% (3) students to master 5 or more competencies.

APS/AIPC JOM Student Mastery of Competencies - Sandia High School

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0	-	1	-	-	1	25%
1-4	-	-	-	-	-	-
5 or more	1	-	-	2	3	75%*
Total	1	1	-	2	4	

*Target: 50% (2) students to master 5 or more competencies.

APS/AIPC JOM Student Mastery of Competencies - Cibola High School

Competencies Mastered	Grade 9	Grade 10	Grade 11	Grade 12	Total	% Students
0	1	3	1	-	5	50%
1-4	-	-	-	-	-	-
5 or more	1	1	2	1	5	50%*
Total	2	4	3	1	10	

*Target: 50% (5) students to master 5 or more competencies.

APS/AIPC JOM Student Mastery of Competencies - Adams Middle School

Competencies Mastered	Grade 6	Grade 7	Grade 8	Total	% Students
0	-	-	-	-	-
1-4	-	-	-	-	-
5 or more	1	2	1	4	100%
Total	1	2	1	4	

*Target: 50% (2) students to master 5 or more competencies.

APS/AIPC JOM Student Mastery of Competencies - McKinley and Polk Middle School

Competencies Mastered	Grade 6	Grade 7	Grade 8	Total	% Students
0	-	-	-	-	-
1-4	-	-	-	-	-
5 or more	1	2	3	6	100%
Total	1	2	3	6	

*Target: 50% (3) students to master 5 or more competencies.

APS/AIPC JOM Student Mastery of Competencies - All Other Referrals

Competencies Mastered	Grade 5	Grade 6	Grade 7	Grade 8	Total	% Students
0	-	-	1	2	3	11%
1-4	3	-	1	2	6	22%
5 or more	1	2	6	9	18	67%*
Total	4	2	8	13	27	

*Target: 50% (13.5) students to master 5 or more competencies.